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ABSTRACT

This curriculum resource guide on building maintenance is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills in areas common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following: building maintenance cleaner; mechanic helper; duster; floor machine operator; floor mopper and waxer; housekeeper; maintenance worker; nursery porter; porter; sweeper; tugger, sweeper, and scrubber operator; and washroom cleaner. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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ED186582

Building Maintenance

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Division of Occupational Education, Division of Special Education, Westbury, New York

CE 021 515

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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mtn in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION – COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area, may sit or stand at job station

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) — COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully.

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
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Plastics Manufacturing and Assembling
Wood Products Assembly

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20		Lifting Heavy Objects in Tandem
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22		Working with Electricity
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127		Disposal of Washroom Refuse
128		Maintaining Washrooms
129		Working with Mobile Refuse Carts
130		Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

BUS
#1
SCI-74

TOPIC: Identifying Oneself to Strangers JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

NEED A HAND?
SURE!
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TOPIC: Punctuality JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

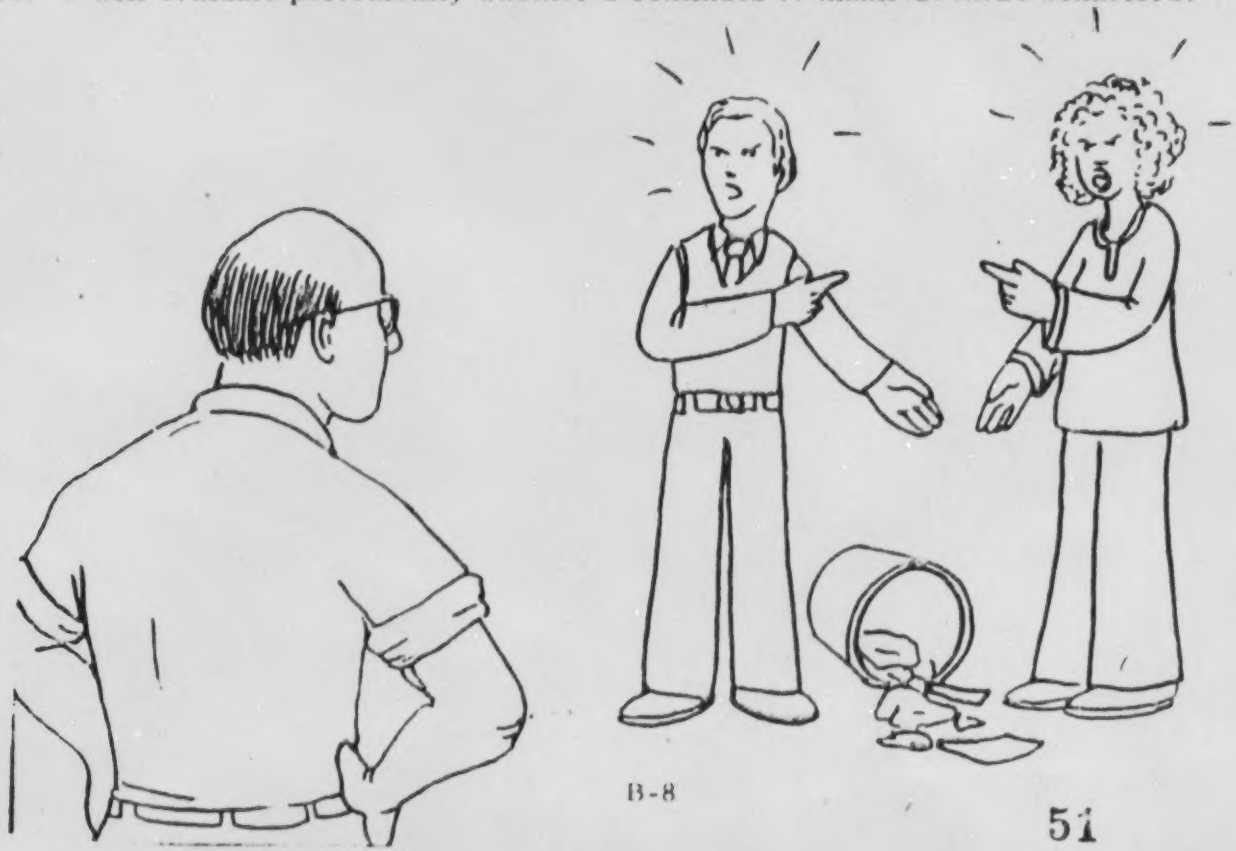
TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

RRRRIING!
ONE MOMENT, PLEASE!
54

TOPIC: Relationship with Customers (cont.) JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

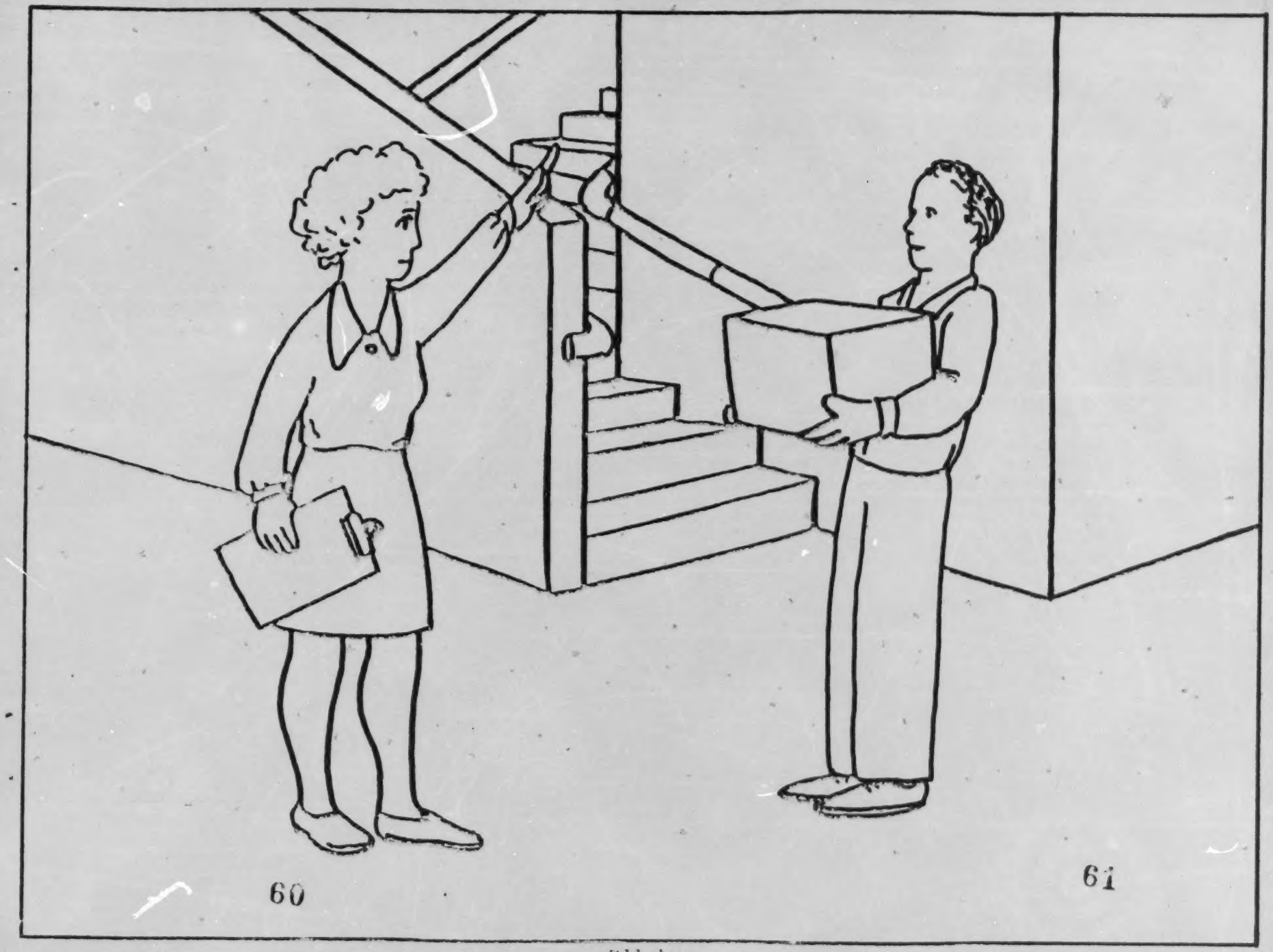
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question: T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.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TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

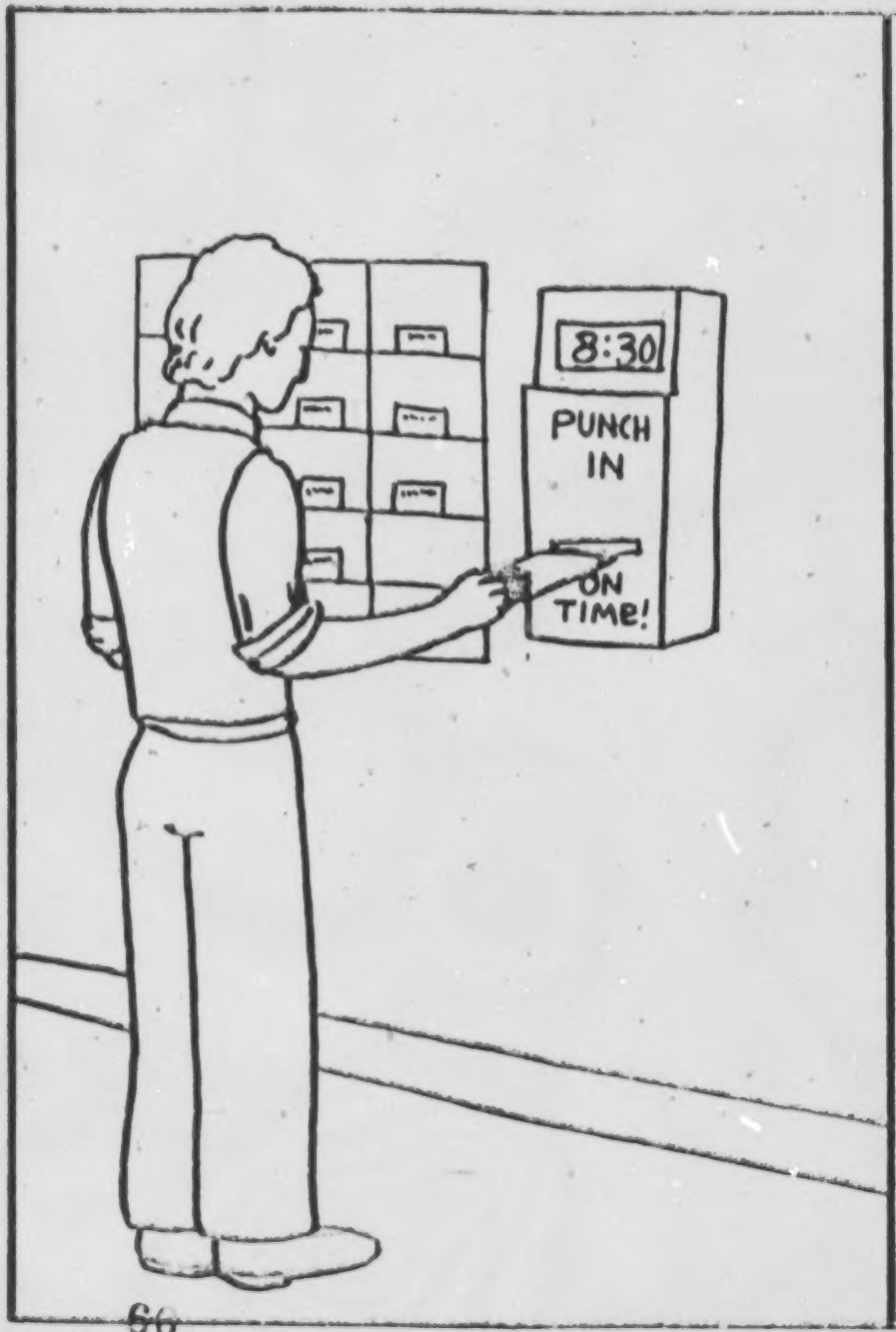
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

ELEVATOR
THIRD FLOOR PLEASE!
70
71

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

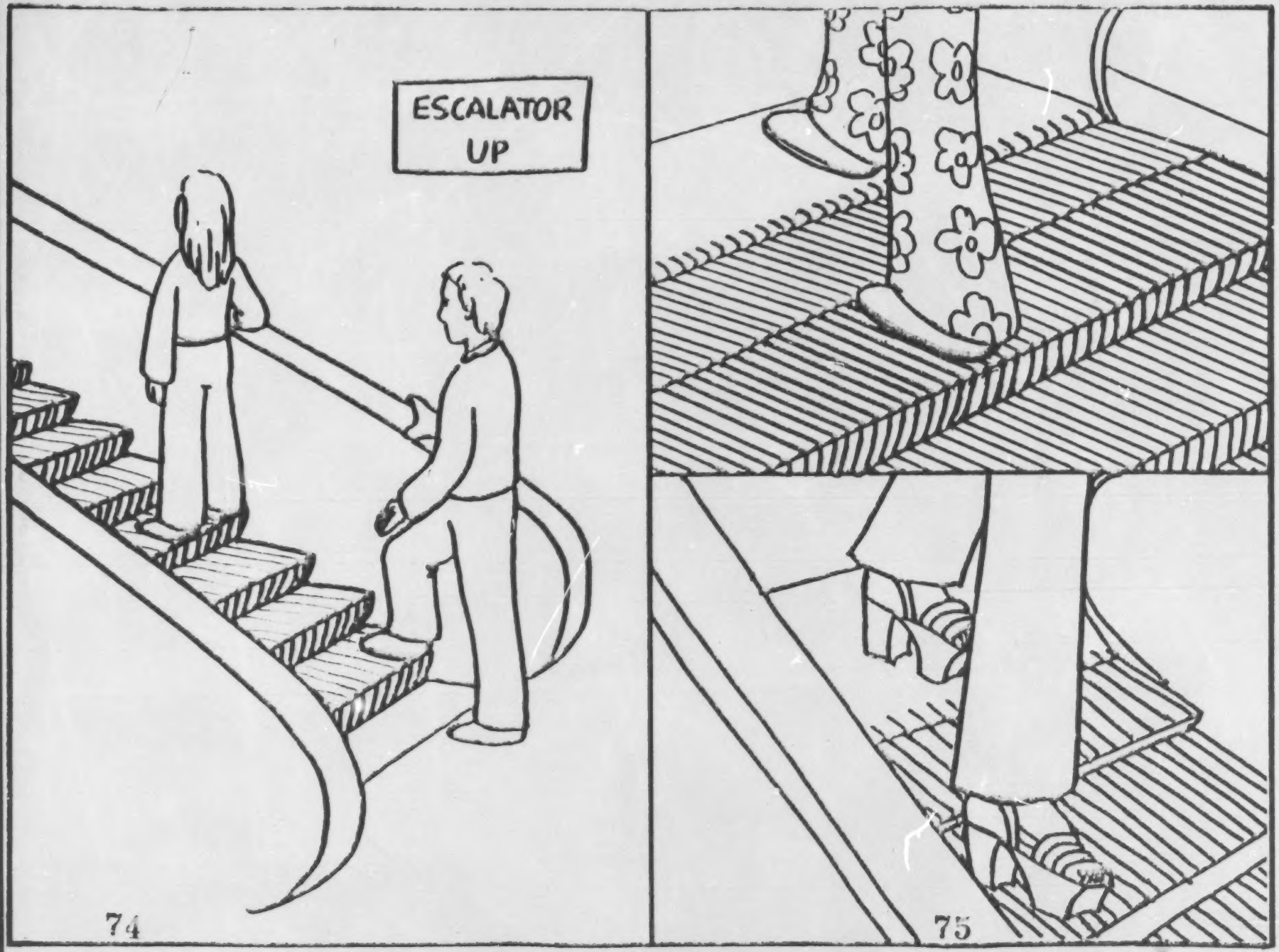
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


ESCALATOR
UP
74
75

TOPIC: Sitting or Standing for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

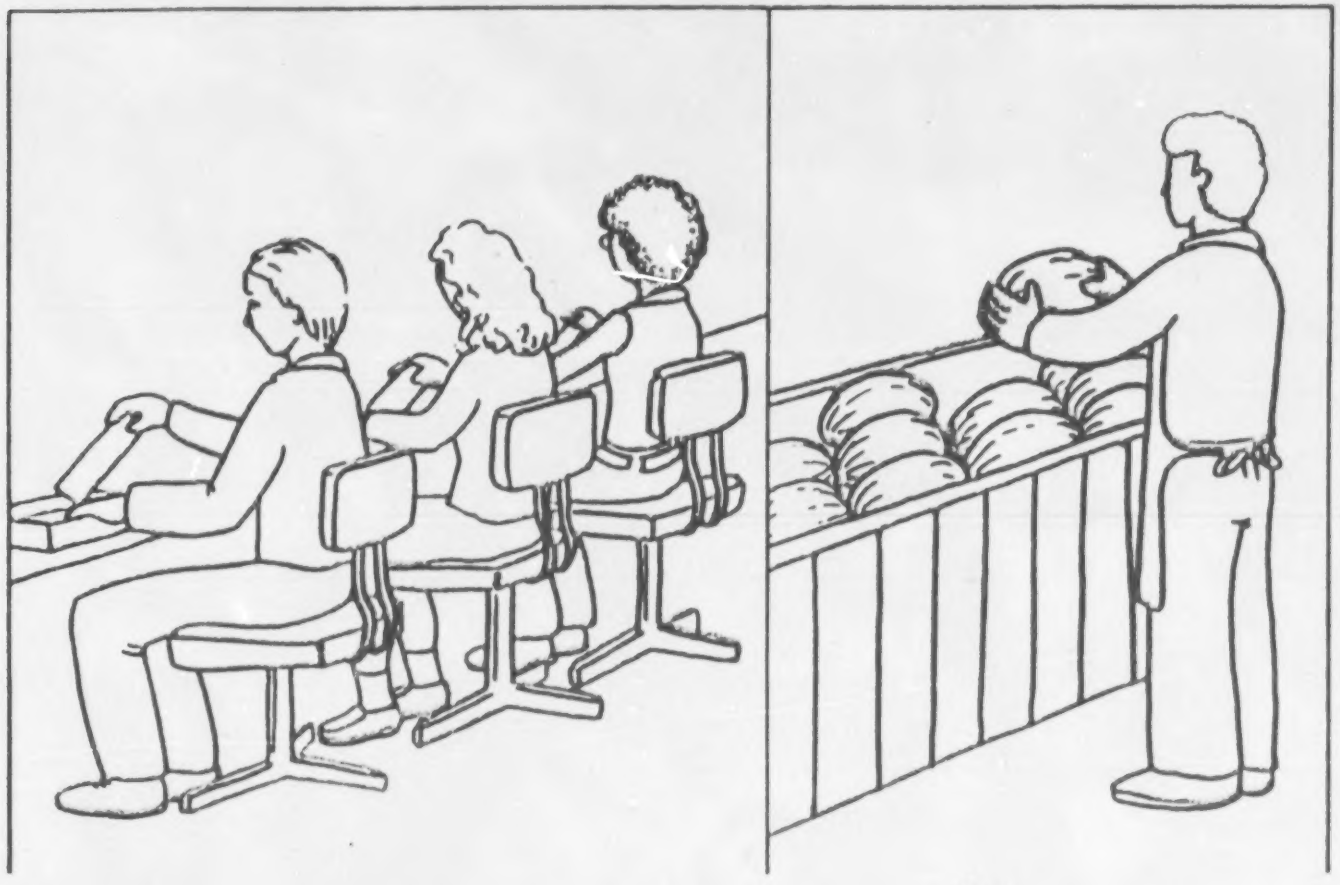
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

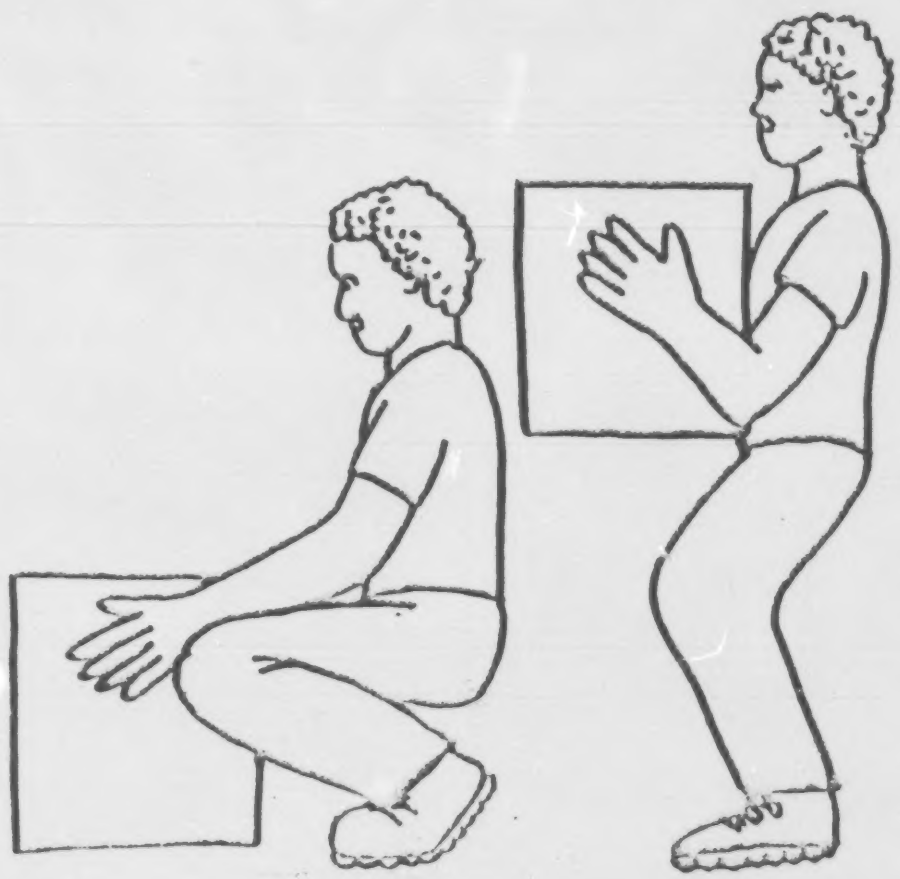
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

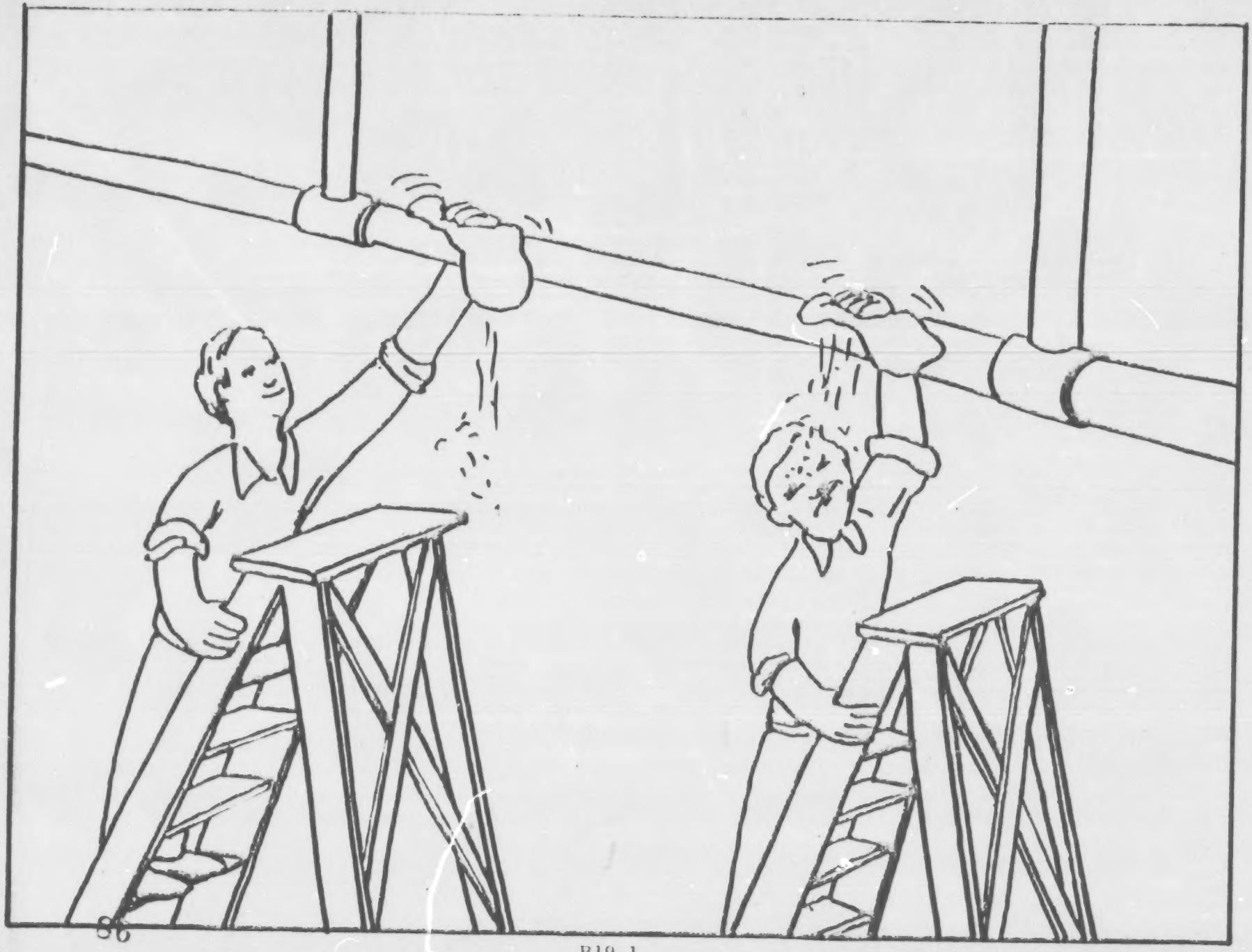
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons; daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

92

B21-1

93

TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

122-1

CRASH!

TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

TALK
TALK
TALK

TOPIC: Working in Public Areas (cont.)

JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B-24

TOPIC: Working Safely

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

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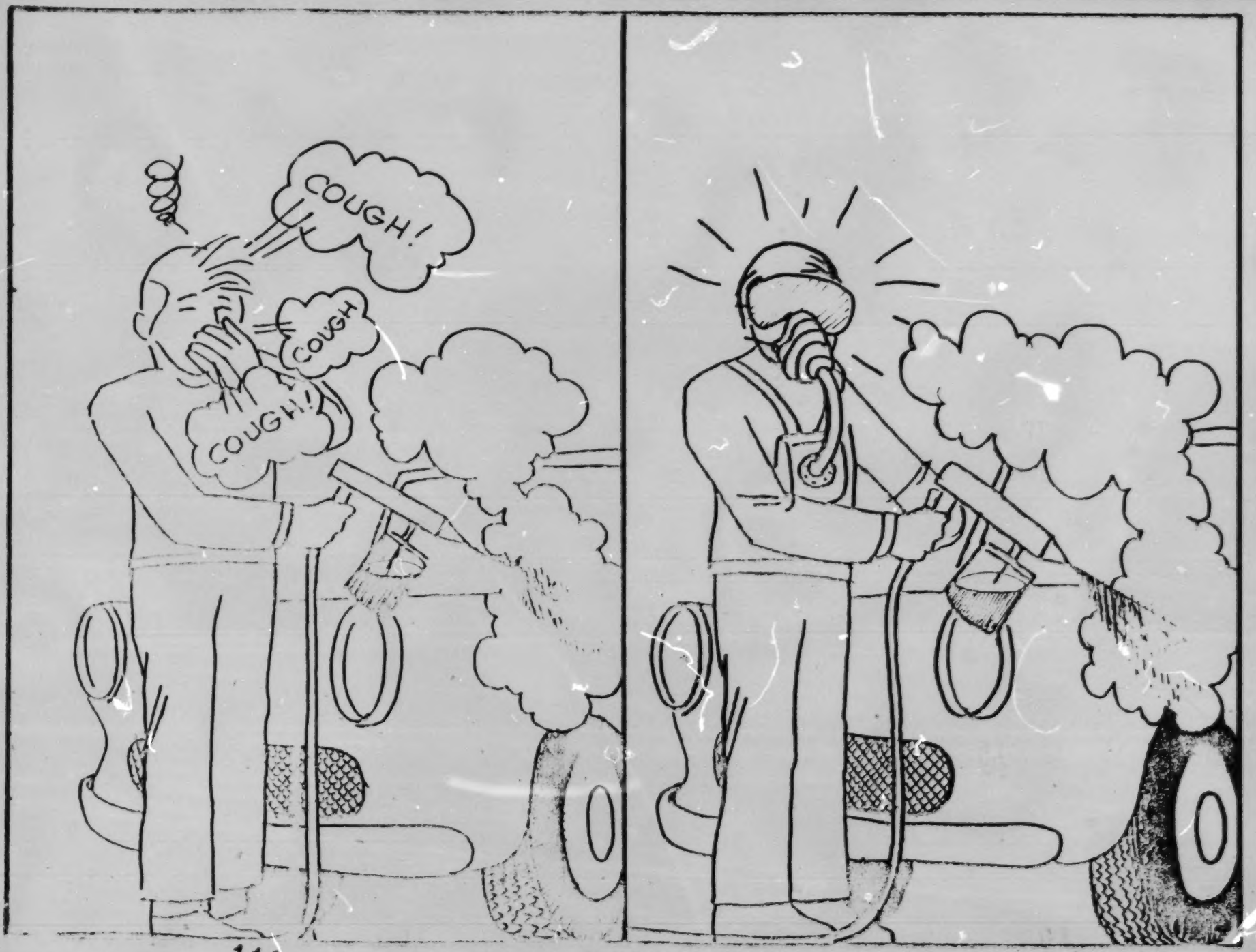

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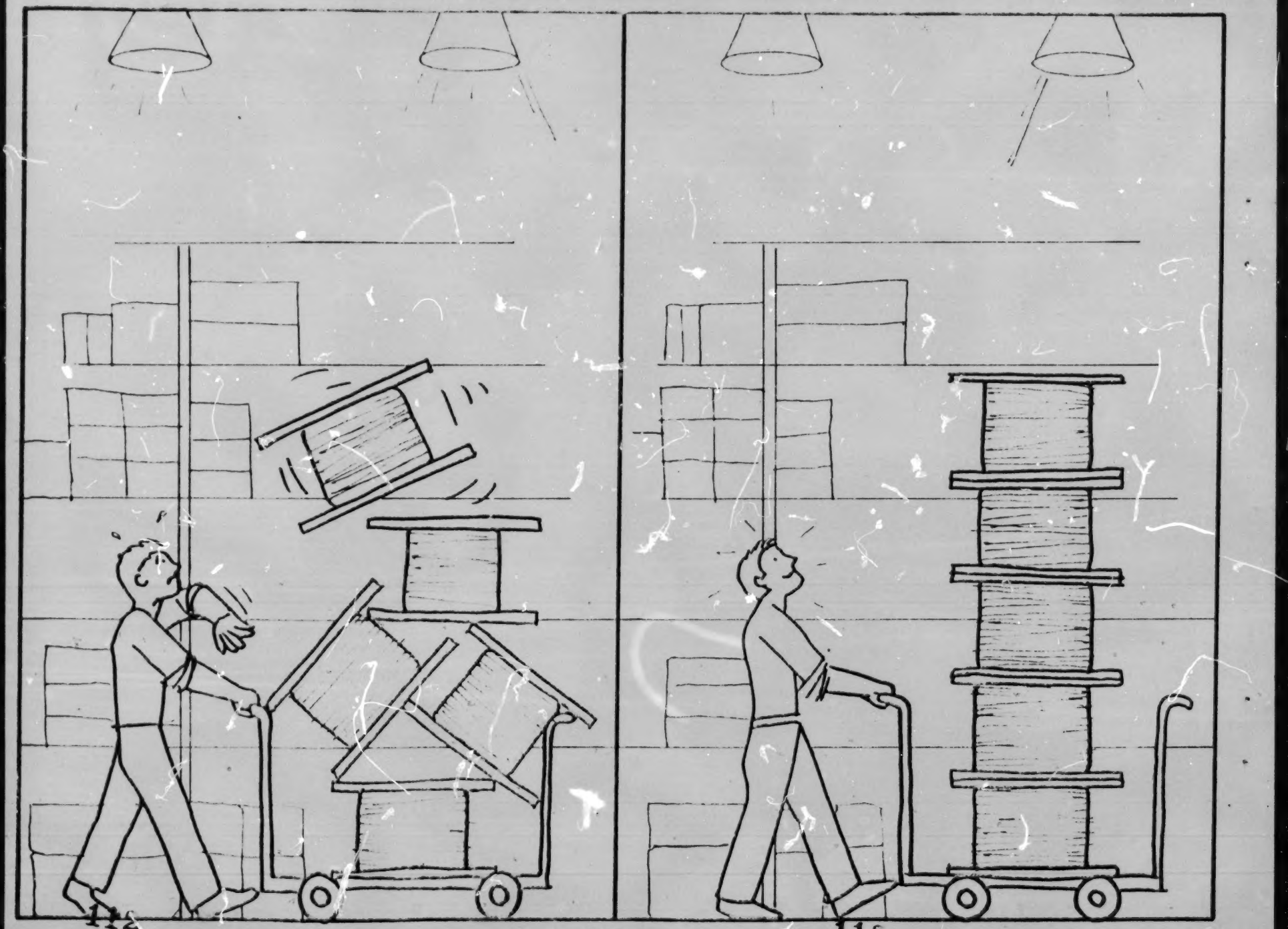
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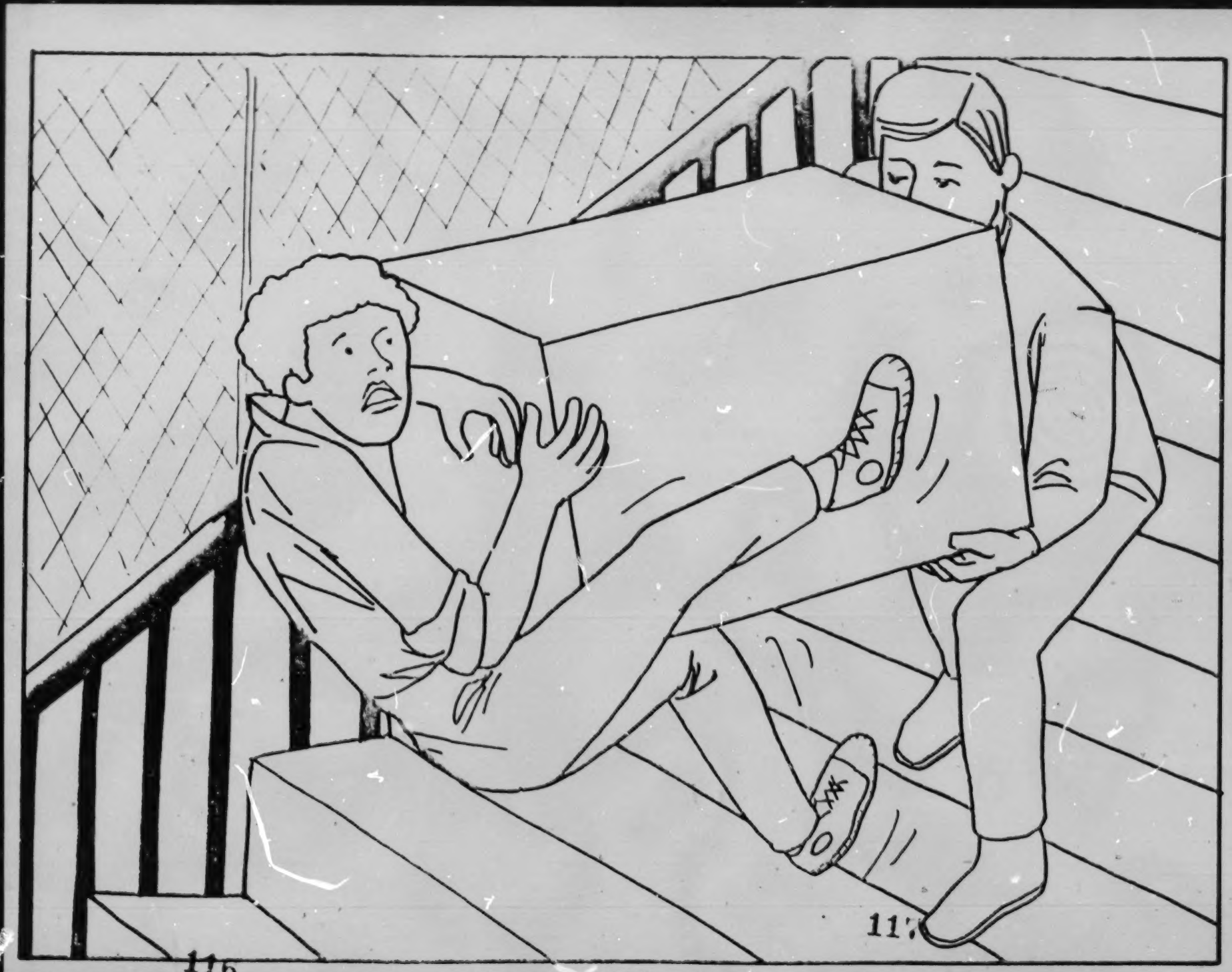
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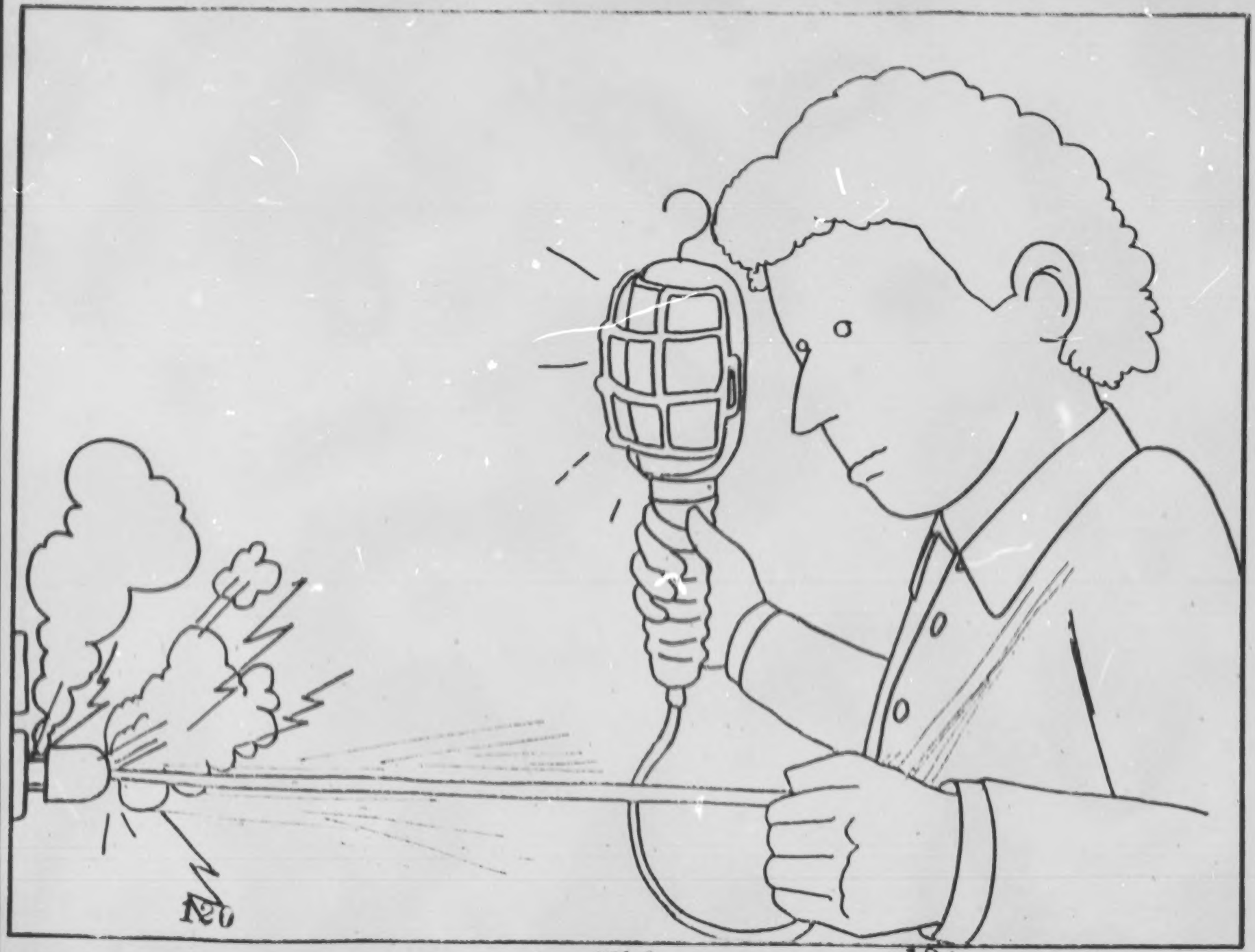
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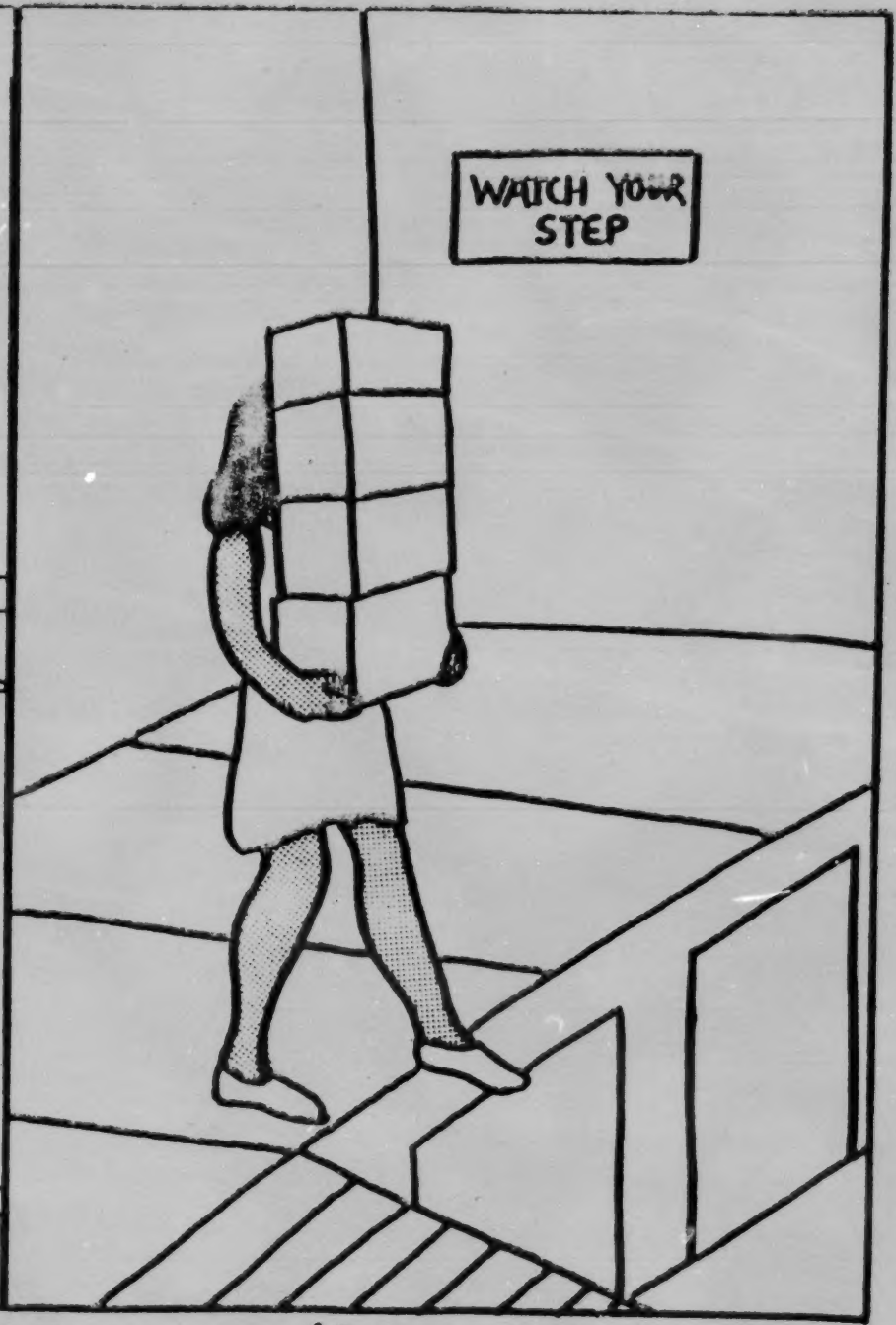

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B25-10

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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Seward, AK 99664

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New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

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Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
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Job Corps
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Baltimore, MD 21218

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Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

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2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
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Trenton, NJ 08608

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New York, NY 10018

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A Building Maintenance Cleaner

- performs the following major tasks:

  works with chemical cleaning agents

  sweeps and mops floors

  scrapes floors and wood surfaces with hand scraper or machine scraper

  cleans washrooms

  maintains stock rooms

  maintains building grounds

  maintains railroad sidings

- works usually alone, but occasionally in cooperation with other workers
- works under informal supervision
- works under varying climatic conditions, in an environment that varies from large, noisy, crowded stock or manufacturing areas to large buildings, outdoor parking lots, grassy grounds and indoor or outdoor railroad sidings; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping Floors and Wood Surfaces

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S correctly positions suitably sharp hand scraper on a wood surface and pushes it with the proper pressure in the direction of the grain.

S puts on a respirator and explains why its use is necessary when working with a machine scraper.

S moves the machine scraper evenly over the wood surface in the direction of the grain to obtain a smooth surface.

Safety Considerations: Wear respirator when working with machine scraper
Handle sharp hand scraper or machine scraper carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to scrape floors and wood surfaces to the prescribed finish with (1) a hand scraper and (2) a machine scraper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require frequent cleaning to keep them neat.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps dust and litter into dustpan with brush.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Mobile Refuse Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the principle differences among the various types of commonly used mobile refuse carts.

S loads and empties several carts, cleaning spillage.

S safely moves loaded cart through a previously set-up path, including an aisle and doorway, around a corner, and over a ramp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load, (2) empty, and (3) move refuse carts under various conditions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Stock Rooms

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Sales and Display Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S rakes gravel or other areas, using correct body motions.

S specifies why rake is used for this task.

S picks up debris with a square shovel and puts debris in a pail or plastic bag.

S points out why he is using a shovel and pail or a plastic bag.

S sweeps a walk with a stiff bristle broom.

S discusses why he is using a broom.

S hoses a walk with a garden hose.

S indicates why hose is effective for this task.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a sales and display area by (1) raking gravel, (2) picking up debris, and (3) sweeping and hosing walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Raking Flower Beds, Walks and Gravel

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

TOPIC: Raking Flower Beds, Walks and Gravel (cont.) BUILDING MAINTENANCE CLEANER

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Hosing Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why it is necessary to sweep floors and walks thoroughly with heavy bristle broom before hosing them with strong spray.

S sweeps floors and walks with bristle broom.

S hoses cleaned area with concentrated spray. S directs spray toward drain location, removing remaining dust from floor or walk. If there is no drain, S hoses dust away from center of floor or walk, directing spray at least six feet ahead of him to avoid being splashed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) hose floors and walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Insecticides and Chemicals BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers for insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully because plastic containers can be punctured or glass jars broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S leaves caps on containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that have come in contact with chemicals, and demonstrates correct technique of washing body parts, especially eyes, that have been exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals tolerate freezing temperatures.

Safety Considerations: Wash exposed body areas that have come in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Parking Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that a parking lot must be kept clean and free of hazardous materials, such as broken glass and nails, to prevent damage to tires and preserve a neat appearance.

S scrapes gum and similar hardened materials from tar and cement surfaces, checking for and removing nails, pins, cans, bottles, etc. S, with a group if necessary, sweeps parking lot with wide bristle broom, using short, firm strokes. S sweeps debris onto shovel and carefully deposits it in waste container. S does not sweep debris into drains to avoid clogging them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a parking area by (1) scraping gum and similar hardened materials from tar and cement surfaces, (2) checking for and removing sharp objects, (3) sweeping area, and (4) removing debris. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Building Grounds

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that grounds must be carefully maintained because litter, such as containers and broken glass, is hazardous and unsightly.

S demonstrates how to pick up wastepaper with a dowel stick to which a nail has been affixed and deposit wastepaper in a portable container. S explains importance of always pointing stick toward ground.

S explains that some maintenance work may be seasonal.

S demonstrates, depending on the season, how to maintain grounds by mowing a lawn with a lawn mower, raking leaves with a rake or gas-powered leaf sweeper, or removing snow with a shovel or snow blower.

Safety Considerations: Always point stick toward ground
Do not overload shovel with heavy wet snow
Maintain control over power equipment

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain grounds. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Railroad Sidings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that many industrial and commercial buildings have railroad sidings on or near their premises and that these areas must be cleaned regularly to allow safe entrance and exit of freight cars.

S, wearing work gloves, polices a railroad siding. S picks up glass, cans and other refuse, then deposits them in waste container. S takes care to avoid stumbling when walking near rails and ties because injuries can result from falling onto trap rock base.

Safety Considerations: Do not police area when train is moving on siding

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain area around railroad sidings by (1) collecting and (2) disposing of refuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

BUILDING MAINTENANCE CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Building Mechanic Helper

- performs the following major tasks:

  works with electrical equipment

  replaces electrical bulbs, fuses and fixtures

  repairs hardware

  maintains building and grounds equipment

- works usually in cooperation with other workers
- works under informal supervision
- works in apartment houses, office buildings, or factories; moves about or stands most of the time

TOPIC: Working with Hand Tools

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Replacing Hinges

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places wedge under door to support weight of door before replacing hinge.

S selects appropriate screwdriver to loosen screws and remove door jamb. S checks old screw holes for wear, plugging them with small cut plugs if holes are oversized.

S cuts with utility knife around outline of hinge leaf if hinge is covered with a thick layer of paint, to avoid splitting the wood.

S positions the new hinge in place and drills small pilot holes for the new screws. S centers the screws to the hinge hole to insure proper alignment. S tightens screws securely but not overly tight to avoid stripping them.

S removes the wedge and checks that door opens and closes smoothly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to replace properly various types of hinges. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Doorknobs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that doorknobs must be replaced when defective.

S loosens with appropriate screwdriver the two screws that hold doorknob to shaft.

S replaces doorknob, tightening screws with screwdriver.

S oils all parts, including latch, knob and shaft.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) replace and (2) oil doorknobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Gas-Driven Heavy-Duty Machinery

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Cleaning Machinery

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans vending machine trimmed with chrome, using a bucket, cleaning solution, brush, cloth and soapy steel wool. S wipes from the top down until the machine has been thoroughly cleaned.

S pays particular attention to cleaning shelf corners and other difficult-to-reach areas.

S rinses machine.

Safety Considerations: Remove vending machine plug from wall outlet
Watch for sharp edges on metal surfaces

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly machinery such as a vending machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electricity

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the need for safety awareness when working with electricity.

S exhibits electrical safety rating sheet which includes illustrated safety practices that must be observed when working with electricity. S discusses items on sheet, including requirement to report immediately to person in charge of the discovery of any faulty equipment, such as exposed wires or loose fixtures.

TOPIC: Working with Electricity (cont.) BUILDING MECHANIC HELPER

Safety Considerations: Pull plug, not cord, when removing extension cord from socket
Wear prescribed rubber sole shoes when working with circuit breaker or fuse box
Cut off current at circuit breaker when removing a broken light bulb
Cut off current at circuit breaker and/or fuse box when replacing a switch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to employ safety practices according to safety rating sheet while working with electricity. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Fittings, Cables and Boxes

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that working with fittings, cables and boxes requires constant care and caution because of the danger of receiving an electric shock.

S loosens one screw to remove plate from box and loosens two more screws to remove defective box.

S removes cable with exposed wire by unscrewing or releasing wire clamp.

S removes one-half inch of stripping from wire with a wire stripper and inserts exposed wire in wire-clamp slot or winds it around the attaching screws.

S installs new socket and plate in reverse order of disassembly.

Safety Considerations: Shut off electricity before working on any equipment

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to replace a defective socket. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Fuses

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how fuses function and operate. S points out that fuses act as a safety device and that by burning out they indicate a circuit overload or electrical failure.

S turns off power with circuit breaker. S shines a flashlight on fuse box and looks for defective fuse.

S explains that in a burned-out fuse, the metal strip has split and that its transparent surface sometimes turns dark. S replaces defective fuse, screwing it tightly into place.

Safety Considerations: Keep hands dry
Make sure that floor is dry

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) replace a defective fuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Light Bulbs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out different wattage ratings of light bulbs and explains that wattage rating indicates light intensity of bulbs. S also explains that, generally, defective bulbs are replaced with bulbs of the same rating.

S steps on a ladder to unscrew several defective bulbs from lighting fixture. S turns bulbs counterclockwise for removal. S replaces bulbs by turning them clockwise. S informs person in charge if bulb has jammed or bulb of required wattage is not available.

TOPIC: Replacing Light Bulbs (cont.) BUILDING MECHANIC HELPER

Safety Considerations: Turn off light switch before replacing bulbs

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to remove and replace light bulbs safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Electrical Wall Receptacles and Switch Plates

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S first tests the receptacle with a test light, then locates the circuit breaker and shuts it off. S hangs a sign on the breaker, "Working on Circuit," to prevent its being turned on accidentally.

S checks with test light to make sure current is off.

S selects the proper screwdriver to take off the wall cover plate.

S removes the screws holding the receptacle in place. S pulls the receptacle out and loosens the screws on the terminals counterclockwise to remove the wires.

S loosens the terminal screws on the new receptacle. S places the black wire on the brass terminal and the white wire on the silver terminal. S wraps the wire end around the terminal in a clockwise direction. S tightens the screws and checks that wires are secure.

S inspects entire box and wires for possible damage.

S replaces the receptacle, centers it in the box and tightens screws.

S replaces the wall cover plate, making sure it is straight and fits snugly over the receptacle.

S turns on the circuit breaker and tests the receptacle.

S cleans up debris.

S selects the proper screwdriver and removes the plate screws and switch plate. S positions the new plate around the switch, making sure it fits snugly against the wall. S installs the screws and checks to see that the switch moves freely.

S cleans wall after completing task.

Safety Considerations: Turn off circuit breaker and mount a sign, "Working on Circuit," before beginning work

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove and (2) replace wall receptacles and switch plates properly and safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Lighting Fixtures

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S turns off circuit. S begins to disassemble the fixture by removing decorative cover and bulbs. S supports fixture with one hand when loosening mounting nuts or screws to keep fixture from falling. S exposes and disconnects wires. S completes disconnection of the fixture.

S checks all wires in connection box to make sure that mounting brackets are secure. S reads manufacturer's instructions before installing new fixture. S makes tight wire connections and assembles fixture according to instructions. S turns on the circuit breaker and tests fixture.

Safety Considerations: Turn off circuit breaker and mount the sign, "Working on Circuit," before beginning work

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) disassemble and (2) replace lighting fixtures safely and properly, following manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Washers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that many fixtures such as faucets, hoses, showers and various appliances develop leaks because of defective or worn-out washers. S points out that washers usually are made of rubber, that they come in assorted sizes and that they must fit a connection snugly. S stresses that leaks should be fixed promptly.

S turns off water.

S removes fastening nut and defective washer from nozzle with screwdriver. S replaces defective washer with washer of the same size. S sets washer tightly into place with screwdriver. S replaces fastening nut.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to replace washers in a variety of plumbing fixtures. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Building and Grounds Maintenance Equipment

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that all building and grounds maintenance equipment must be cleaned and serviced regularly to keep it in good condition. S points out importance of periodically lubricating equipment.

S cleans equipment.

S states that oil and gasoline levels of machinery such as power lawn mowers must be checked regularly.

S adds oil and gasoline if required.

S demonstrates how to drain gasoline and oil before summer or winter storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) perform a preventive maintenance check, and (2) lubricate, (3) clean, (4) drain, and (5) store building and grounds maintenance equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

BUILDING MECHANIC HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

A Duster

- performs the following major tasks:

  does light dusting

  does thorough dusting

  dusts walls and furniture

  dusts breakables

  disposes of paper refuse

  cleans business and professional offices

  maintains public halls and lobbies

- works usually alone
- works under informal supervision
- works in business offices, nursing homes, doctor's offices or residential homes; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Light Dusting DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain objects, such as desks, tables, file cabinets, radiators, chairs, bookcases, etc., should be dusted lightly each day.

S dusts tops of furniture with a disposable, chemically treated dustcloth. S reverses dustcloth when one side becomes dusty. S points out that objects on top of furniture should be removed before dusting to avoid breakage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dust lightly an office or similar room each day. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Thorough Dusting

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that areas such as offices, lobbies and waiting rooms require thorough weekly dusting. S points out that when dusting furniture thoroughly, all parts, not just tops of furniture, require dusting.

S folds dustcloth into square and dusts chairs, tables, desks, etc., thoroughly. S turns dustcloth when it becomes dusty.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dust furniture thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Dusting Walls and Furniture DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that walls and furniture require regular dusting.

S carefully dusts walls, including corners, with long-handled wool duster.

S dusts furniture, rubbing in circular motion with chemically treated dustcloth. S reverses cloth when it becomes dusty.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dust walls and furniture thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Dusting Breakables

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that breakables must be held firmly and dusted carefully.

S dusts several fragile articles, such as ashtrays, vases, desk clocks, etc., with a chemically treated cloth.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dust breakables carefully. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require frequent cleaning to keep them neat.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps dust and litter into dustpan with brush.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress DUSTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Floor-Machine Operator

- performs the following major tasks:

  cleans washrooms

  maintains business and professional offices

  cleans public halls and lobbies

  works with and maintains floor maintenance equipment

- works usually alone
- works under periodic supervision
- works in large, open areas, such as dining areas, social halls, meeting rooms and offices; moves about most of the time

TOPIC: Working with Long-Handled Equipment

FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Handling Chemical Cleaning Agents

FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Furniture

FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that special care is required to move heavy furniture, such as desks, tables or bookcases. S discusses proper lifting technique. S points out that movers carefully must avoid bumping anything.

S, with another S if necessary, lifts from a squatting position the furniture to avoid straining his back.

S places furniture on appropriate dolly and moves it to designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move heavy furniture (1) alone or (2) with another S. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets. sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require frequent cleaning to keep them neat.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps dust and litter into dustpan with brush.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate, indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Floor-Maintenance Machines

FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that floor-maintenance machines are used for scrubbing, waxing, and polishing. S stresses that machines must be handled and controlled properly.

S affixes brush to drum of machine and adjusts machine to balance it properly on brush before plugging cord into electrical outlet. S turns on machine and demonstrates how to handle it.

S explains that machine must be turned off immediately if wire becomes entangled or operator loses control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) set up a floor maintenance-machine by securing brush to machine drum and adjusting machine so that it is balanced on the brush and (2) operate machine safely and effectively. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Floor-Cleaning Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses why it is important to maintain floor-cleaning equipment. S explains that maintenance includes regular oiling of designated machine parts and surface cleaning of equipment.

S oils equipment if required. S examines screws and bolts, which must be checked at regular intervals, and tightens them if necessary.

S washes soiled brushes in soapy water or other cleaning agent. S stacks brushes in upright position in storage area.

S uses both sides of fiber or steel wool cleaning pads before disposal.

S cleans surface of floor-cleaning equipment. S winds cord neatly before storing equipment. S stores equipment in upright position.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) perform a preventive maintenance check, and (2) clean, and (3) store floor-cleaning equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

FLOOR-MACHINE OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Floor Mopper and Waxer

- performs the following major tasks:

  mops up spillage

  damp-mops marble, tile and terrazzo floors

  waxes floors

  maintains sweeping, mopping and waxing equipment

- works usually alone
- works under periodic supervision
- works in large, open areas, such as public halls, lobbies, dining areas, social halls and meeting rooms; moves about most of the time

TOPIC: Working with Long-Handled Equipment

FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.) **FLOOR MOPPER AND WAXER**

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping Floors and Wood Surfaces

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S correctly positions suitably sharp hand scraper on a wood surface and pushes it with the proper pressure in the direction of the grain.

S puts on a respirator and explains why its use is necessary when working with a machine scraper.

S moves the machine scraper evenly over the wood surface in the direction of the grain to obtain a smooth surface.

Safety Considerations: Wear respirator when working with machine scraper
Handle sharp hand scraper or machine scraper carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to scrape floors and wood surfaces to the prescribed finish with (1) a hand scraper and (2) a machine scraper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Waxing Floors

FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that wax can be applied quickly and easily to floors with a dry mop.

S dips mop into suitable wax and applies thin coat, spreading wax over a four-to-six foot area. S repeats process until entire floor has been waxed.

S points out that worker must move backward while waxing and that he must work from farthest wall toward door, to avoid stepping on waxed area before it has dried.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to wax floors efficiently. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Sweeping Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that sweeping equipment must be cleaned regularly to keep it functioning properly.

S points out that long-handled brooms have two holes at broom end. S explains that handle should be unscrewed and switched to other hole occasionally to avoid one-sided wear of bristles.

S taps broomstick on pavement to loosen dirt, and cleans bristles with custodial comb or vacuums them with hose end of industrial tank vacuum cleaner. S hangs brooms and dustpans in designated area, making sure that bristles do not touch floor.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sweeping equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Mopping and Waxing Equipment FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that mopping and waxing equipment must be cleaned after use.

S thoroughly wrings mop and hangs it in specified storage area.

S cleans manual buffer in soapy water. S rinses buffer.

S turns off power switch on electric buffer. S removes, washes and rinses brush. S stores brush, bristle-side up.

S explains that mops and brushes should never be stored face-down.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clean and (2) store mopping and waxing equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that special care is required to move heavy furniture, such as desks, tables or bookcases. S discusses proper lifting technique. S points out that movers carefully must avoid bumping anything.

S, with another S if necessary, lifts from a squatting position the furniture to avoid straining his back.

S places furniture on appropriate dolly and moves it to designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move heavy furniture (1) alone or (2) with another S. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

FLOOR MOPPER AND WAXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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A Housekeeper

- performs the following major tasks:

  clears and cleans tables

  scrapes and stacks dishes

  maintains serving carts and kitchen furniture

  cleans vending machines

  sweeps and mops floors

  vacuums rugs and carpets

  disposes of garbage

- is required to be personally clean and often is required to wear a uniform while working
- works usually alone, often among other workers
- works under periodic supervision
- works in an environment that includes large rooms, halls, lobbies and stairways; stands or moves about most of the time

TOPIC: Clearing and Cleaning Tables HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves place settings and dishes from table to serving tray. S collects identical items: silver, coffee cups, saucers, etc., and continues removing them until table has been cleared.

S keeps in mind to handle glasses, china, and silver carefully and gently to avoid chipping, breaking or scratching them.

S brushes all crumbs and food particles from table onto plate.

S uses damp, clean cloth to wipe table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) clear and (2) clean tables. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S scrapes and stacks soiled plates, cups, silverware and glasses by:

- scraping and stacking identical plates
- placing silverware in separate soak pan
- putting glasses in separate pan or dish rack

S uses a brush or rubber scraper for heavily soiled dishes. Holding dish over garbage pail S, with one or two sweeping motions, scrapes leftover food into it.

TOPIC: Scraping and Stacking Soiled Dishes, Glasses and Silverware (cont.) HOUSEKEEPER

Safety Considerations: Danger of chipped and cracked dishes, broken glasses, sharp knives

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) separate, (2) scrape, and (3) stack typical restaurant dishes, glasses and silverware. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Serving Carts and Kitchen Furniture HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S wipes cart with soapy cloth and scrubs resistant stains. S pays particular attention to cleaning of corners and other easily overlooked areas.

S rinses cart and allows to air-dry.

S cleans other equipment, such as counters, tables, and chairs.

Safety Considerations: Take care to avoid hazards such as sharp edges, metal pieces and drawers that may pinch

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean serving carts and kitchen furniture. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Machinery

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans vending machine trimmed with chrome, using a bucket, cleaning solution, brush, cloth and soapy steel wool. S wipes from the top down until the machine has been thoroughly cleaned.

S pays particular attention to cleaning shelf corners and other difficult-to-reach areas.

S rinses machine.

Safety Considerations: Remove vending machine plug from wall outlet
Watch for sharp edges on metal surfaces

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly machinery such as a vending machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Vacuuming Rugs and Carpets

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S clears area after pointing out where to begin vacuuming a large rug or a carpet by moving furniture, wastebaskets and other items to another part of the room.

S plugs in and turns on vacuum cleaner.

S vacuums area by moving cleaner at an even, moderate speed appropriate for effective rug cleaning.

S methodically moves cleaner over rug surface. S vacuums carpet in a pattern, a row at a time, making sure to overlap rows slightly.

S continues to vacuum, one section at a time, until entire rug has been cleaned.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean a rug or carpet. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require frequent cleaning to keep them neat.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps dust and litter into dustpan with brush.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Working in Refrigerated Areas

HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Garbage HOUSEKEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates places where garbage frequently accumulates: classrooms, kitchens, cafeterias, workshops, etc. S explains that odor and overflow will draw insects, rodents, and spread germs.

S, wearing gloves for protection, collects refuse in indicated areas and disposes of it in garbage cans and wastebaskets lined with plastic bags.

S closes full plastic bag securely by twisting its top. S removes bag from garbage can. S installs new plastic bag, covering can securely.

S closes full plastic bag securely. S removes bag from wastebasket. S installs new plastic bag.

S places plastic bags removed from garbage cans and wastebaskets into a large roller-type receptacle.

S dumps refuse from roller-type waste carrier into outside container for pickup by a sanitation company.

S empties all garbage containers carefully to avoid spillage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) collect refuse and dispose of it in garbage cans and wastebaskets, (2) close and remove full plastic bags, (3) install new plastic bags, (4) place full bags from garbage cans and wastebaskets into a large roller-type receptacle, and (5) dump refuse from roller-type waste carrier into outside container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION MAINTENANCE WORKER (GENERAL)

A Maintenance Worker (General)

- performs the following major tasks:

  works with plaster, paint and varnish

  performs minor repair of walls and woodwork

  prepares surfaces for painting

  maintains paints and brushes

  hangs pictures and mirrors

  installs shelves

  patches concrete walks

- is required to have fine motor dexterity
- works usually alone and in cooperation with other workers
- works under informal supervision
- works indoors and outdoors under varying climatic conditions, in an environment that includes apartment houses, offices or factories; moves about or stands most of the time

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TOPIC: Working with Hand Tools

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects different hand tools and demonstrates proper position of hands and fingers for safe handling.

S explains that a firm grip with fingers in proper position insures better tool control which ultimately leads to greater facility and productivity.

S explains that it is necessary periodically to check that tools are properly shaped and sharpened and maintained in good condition.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work safely and productively with common hand tools.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Ladders

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety precautions that must be observed when working with ladders.

S demonstrates the proper method of carrying a ladder alone or in tandem with another S.

S shows the proper procedure for placing various ladders firmly on the ground at a safe angle for mounting.

S demonstrates how to raise and lower various types of ladders alone or with the aid of another S.

S explains the need for proper hand and foot positions and body balance when climbing up and down ladders.

S shows the proper method of climbing up and down various types of ladders.

S demonstrates how to assume safe working positions on ladders while painting or cleaning high surfaces.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) carry, (2) raise, (3) lower, (4) climb, and (5) work at various heights on different types of ladders. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Putty and Plaster

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S brushes and primes area before applying putty.

S mixes putty, separating and discarding all dried or crusted material. S kneads a small amount of putty to soften it. S applies putty to area to be repaired, pressing firmly with his thumb. S uses a putty knife with which to cut under his thumb in a sweeping motion the excess putty. S draws putty knife firmly over surface in an arching motion if further smoothing is required.

S smooths putty in can and closes lid tightly to keep putty from drying.

S mixes and works a small quantity of plaster with a hawk and trowel, or a hand knife of the proper width. S removes grease and dirt from surface before applying plaster.

S works plaster into surface, pressing firmly. S explains that several applications of plaster generally are needed, depending on the depth of the hole.

S stresses that tools always must be kept clean.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) prepare a surface and properly (2) apply putty or plaster. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Repairing Walls and Woodwork

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S applies with putty knife premixed filler to holes and cracks. S slightly overfills holes and cracks with filler. S then smooths filler with putty knife until filled area is level with surrounding surface.

S sands touched-up areas to a smooth finish when dry.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) touch up and (2) sand to a smooth finish walls and woodwork. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Replacing Wood Moldings

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cuts along edges of molding with a utility knife to avoid chipping paint. S carefully pries molding off wall with a small pry and wrecking bar and a wide wall knife. S removes all nails and any rough surface from wall.

S cuts new molding to fit properly and fastens it carefully. S sets the nails and sands surface if necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove and (2) replace wood moldings correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sanding Surfaces for Painting

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains the necessity for wearing safety goggles and a dust mask while sanding. S points out that an accumulation of dust poses a fire hazard.

S explains the use of different grades of production sandpaper, such as grades 80, 100, 120.

S sands a surface by hand in the proper direction, using coarse-to-fine grades of paper and feathering the edges properly.

S explains that a belt sander of the proper size and type must be chosen for each sanding job. S installs a belt in the right direction of travel and adjusts properly the sander. S sands the surface in the direction of the grain if applicable. S moves sander left or right with long forward and backward strokes to obtain a smooth finish. S explains that he does not exert pressure on the machine but lets the weight of the machine do the work.

S selects the proper orbital sander and production sandpaper for an assigned job. S sands the surface, allowing the weight of the machine to exert the necessary pressure. S carefully feathers all edges.

S selects a disk sander of the proper size and production sandpaper disks for an assigned job. S presses down on the disk sander and moves it with sweeping strokes, keeping the machine in motion to prevent burning and ridging of material.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sand various surfaces with (1) a belt sander, (2) an orbital sander, and (3) a disk sander, using different methods and various types of production sandpaper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Scraping Floors and Wood Surfaces

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S correctly positions suitably sharp hand scraper on a wood surface and pushes it with the proper pressure in the direction of the grain.

S puts on a respirator and explains why its use is necessary when working with a machine scraper.

S moves the machine scraper evenly over the wood surface in the direction of the grain to obtain a smooth surface.

Safety Considerations: Wear respirator when working with machine scraper
Handle sharp hand scraper or machine scraper carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to scrape floors and wood surfaces to the prescribed finish with (1) a hand scraper and (2) a machine scraper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Masking Door and Window Frames — MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that door and window frames require masking before adjacent areas can be painted.

S cuts with scissors paper of appropriate size with which to mask frames. S points out that paper must be slightly smaller than door or window frames to allow room for application of one-half of tape width to area that will not be painted.

S cleans with window cleaner the area of door or window frames to which tape will be applied.

S affixes one-half of tape width to edge of paper. S positions paper with tape lightly on surface of door or window frames. S ascertains that paper covers and aligns perfectly with required area before pressing tape down firmly.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to mask door and window frames properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Paints and Varnishes

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that weather conditions have to be taken into consideration when painting because they affect the quality of a job.

S selects various types of surfaces and paints each with latex paint. S stresses importance of feathering edges and applying an even coat to entire surface.

TOPIC: Working with Paints and Varnishes (cont.) MAINTENANCE WORKER (GENERAL)

S selects various types of surfaces and paints each with an oil paint. S stresses importance of feathering edges and applying an even coat to entire surface, keeping edges wet.

S applies varnish to a variety of surfaces. S brushes in direction of grain.

Safety Considerations: Paint and varnish in a well-ventilated area

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) paint and (2) varnish various surfaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Touch-Up Painting

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes dirt and grease with appropriate solvent from various surfaces and different types of finishes that require touch-up painting. S lightly sands area to be touched up, feathering the edges. S removes dust.

S selects a brush of the proper size and appropriate paint and works the paint to the feathered edges. S stresses that paint should be brushed from center and thinned to feathered edges.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to prepare the surface to be painted by (1) removing dirt and grease with a proper solvent and (2) sand lightly the immediate area before painting properly to the feathered edges. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Paints and Brushes MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper procedure for care of paints and brushes. S:

- Pries lid open evenly all around with a screwdriver or lid pry without damaging can
- Punches four equally spaced small holes through lower part of sealing rim on the can with an awl
- Uses paint pot when mixing in order to prevent spillage
- Pours small amounts of paint at a time into paint pot when painting
- Keeps paint can tightly closed when not in use to prevent evaporation
- Returns all excess paint to can and seals lid tightly by pressing top down firmly with a wood block
- Stores paint can under conditions suggested by manufacturer, away from heat, flame or cold

S shows procedure for maintaining paint brushes by taking a clean brush, rinsing it in a solvent and shaking out excess. S explains that this coats the bristles and makes cleaning easier.

S dips a brush coated with paint in the same solvent and wipes brush on edge of can, removing all excess paint. S adds a small amount of solvent to an empty paint pot and works brush up and down to remove paint from heel of brush. S pours solution into another can, adds a small amount of fresh solvent to paint pot and again works brush up and down to remove more paint. S repeats procedure until solvent is clear.

S explains that solvent which has been poured into container can be used again for other brushes.

S wraps cleaned brush in its original package or in paper to help bristles stay in shape and clean.

S hangs brush up to prevent damage to bristle.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain paints and brushes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Hanging Pictures and Mirrors

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that hanging pictures and mirrors requires special care.

S demonstrates how to measure placement of wire, eyelet screws, and hooks or nails for even hanging of pictures and mirrors.

S inserts eyelet screws with pliers in back of picture or mirror; S then attaches wire.

S hammers hooks or nails at an angle into wall. S explains that surface of wall determines size and type of hook or nail to be used. S points out that heavy pictures and mirrors require two hooks or nails for proper balance.

S, with another S if required, hangs and balances picture or mirror.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) measure hook or nail position, (2) insert properly with pliers eyelet screws, (3) affix wire securely, (4) select correct size and type of hooks or nails, (5) attach correctly hooks or nails to wall, (6) hang picture or mirror with aid of another S if required, and (7) balance picture or mirror. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Installing Shelves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that shelves are installed by the maintenance department to provide storage space for books, lumber, cleaning equipment, etc.

S determines level at which shelves should be installed. S then marks places for bracket holes to ensure that shelves will be level.

S fastens brackets with either cement nails and a hammer, or woodscrews and a screwdriver, depending on whether shelves are to be affixed to cement or wood walls.

S uses adequate number of brackets to support weight of shelf.

S considers length of shelf before spacing brackets.

S properly spaces brackets and installs shelves.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select the necessary materials to install shelves properly and neatly on both cement and wood surfaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Patching Concrete Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps area before making repairs.

S mixes in a wheelbarrow concrete mix with water to the proper consistency.

S trowels mixture into hole, making sure that concrete mix flows into all crevices of hole.

S levels mixture with float.

S trowels excess mixture into wheelbarrow.

S, if required, pulls push broom over patched area to obtain a texture that will match surrounding area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) mix in a wheelbarrow concrete mix with water to the proper consistency, (2) trowel mixture into hole, (3) level mixture with a float, and (4) rough the new surface, if appropriate, with a push broom. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

MAINTENANCE WORKER (GENERAL)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Nursery Porter

- performs the following major tasks:

  sweeps and mops indoor floors

  keeps walk and gravel areas clean by sweeping and raking

  hoses outdoor areas

  maintains cleanliness of parking and sales area

  handles and maintains nursery stock

- works usually alone among customers and strangers
- works under periodic supervision
- works indoors and outdoors, under varying climatic conditions, in an environment that includes greenhouses, nursery sales areas and sales area parking lots; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment

NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.) NURSERY PORTER

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.) NURSERY PORTER

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Raking Flower Beds, Walks and Gravel

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses when to use an iron rake, a fan rake or wood rake.

S demonstrates proper body motion for working with different rakes.

TOPIC: Raking Flower Beds, Walks and Gravel (cont.) NURSERY PORTER

S explains method used for raking flower beds, walks and gravel.

S selects proper tool and demonstrates debris gathering and removal required when smoothing gravel, raking leaves and loosening soil.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select proper implement and (2) rake flower beds, walks and gravel. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Hosing Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains why it is necessary to sweep floors and walks thoroughly with heavy bristle broom before hosing them with strong spray.

S sweeps floors and walks with bristle broom.

S hoses cleaned area with concentrated spray. S directs spray toward drain location, removing remaining dust from floor or walk. If there is no drain, S hoses dust away from center of floor or walk, directing spray at least six feet ahead of him to avoid being splashed.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) hose floors and walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Parking Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that a parking lot must be kept clean and free of hazardous materials, such as broken glass and nails, to prevent damage to tires and preserve a neat appearance.

S scrapes gum and similar hardened materials from tar and cement surfaces, checking for and removing nails, pins, cans, bottles, etc. S, with a group if necessary, sweeps parking lot with wide bristle broom, using short, firm strokes. S sweeps debris onto shovel and carefully deposits it in waste container. S does not sweep debris into drains to avoid clogging them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a parking area by (1) scraping gum and similar hardened materials from tar and cement surfaces, (2) checking for and removing sharp objects, (3) sweeping area, and (4) removing debris. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Wheelbarrows

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of each of the following wheelbarrows: removable-sides wood wheelbarrow, contractor's wood wheelbarrow, contractor's shallow wheelbarrow, contractor's deep wheelbarrow.

S loads, but does not overload, each wheelbarrow with bricks, cement blocks, rocks, sand or soil.

S unloads materials from wheelbarrows.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify type of wheelbarrow necessary for different loads, (2) load, and (3) unload bricks, cement blocks, rocks, sand or soil. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Wheelbarrows

NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to move loaded wheelbarrow up and down inclines, such as curb cuts, aprons, gangways. S grips ends of wheelbarrow handles for leverage. With feet placed suitably far apart, S places one foot slightly ahead of body, one slightly behind. S balances weight on balls of feet, keeps knees flexed, lifts weight with knees. S leans toward load when pushing uphill, away from it with knees bent when moving downhill.

S moves wheelbarrow up and down inclines and around obstacles. S maintains control over wheelbarrow at all times and keeps feet apart when maneuvering.

S pushes wheelbarrow over rough, uneven surfaces up and down inclines, maintaining stability and proper body control.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move a heavily loaded wheelbarrow over various surfaces and around obstacles. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Insecticides and Chemicals NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers for insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully because plastic containers can be punctured or glass jars broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S leaves caps on containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that have come in contact with chemicals, and demonstrates correct technique of washing body parts, especially eyes, that have been exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals tolerate freezing temperatures.

Safety Considerations: Wash exposed body areas that have come in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Nursery and Greenhouse Areas NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S keeps sales and service areas in nursery and greenhouse neat to improve working conditions and reduce hazards.

S moves potted plants in flats to designated areas.

S removes plants from flats and aligns them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sales and service areas appropriately by (1) moving and (2) aligning plant containers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates suitable garments for working in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket or sweater (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators and explains the necessary safety precautions for opening or closing refrigerator doors.

TOPIC: Working in Refrigerated Areas (cont.)

S operates (or describes how to operate) door latches, both from within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Nursery Stock

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses merits of shrub balls and reasons for growing some plants in baskets, others in assorted containers.

S lifts balled and burlapped shrub in correct manner and places it on a truck or cart.

S lifts shrub grown in a container and places it on a truck or cart.

S lifts a plant grown in a basket onto a shelf.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) distinguish between balled and burlapped shrubs, basketed plants and shrubs grown in other containers and (2) lift and place properly each type of plant on a platform. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Nursery Stock NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S heels in a balled and burlapped shrub and waters it with garden hose without nozzle.

S points out that shrubs should be straight and planted at a depth one-half the diameter of shrub ball.

S shovels and rakes mulch, such as leaves, straw, wood chips or similar materials, around balled plants to prevent evaporation of water from soil and freezing of roots.

S lines up plants in baskets and other containers, keeping them orderly, and separating different varieties.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain nursery stock in good condition by (1) heeling in, (2) mulching, and (3) lining up plants by size and variety. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Care of Sales and Display Areas NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S rakes gravel or other areas, using correct body motions.

S specifies why rake is used for this task.

S picks up debris with a square shovel and puts debris in a pail or plastic bag.

S points out why he is using a shovel and pail or a plastic bag.

S sweeps a walk with a stiff bristle broom.

S discusses why he is using a broom.

S hoses a walk with a garden hose.

S indicates why hose is effective for this task.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain a sales and display area by (1) raking gravel, (2) picking up debris, and (3) sweeping and hosing walks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress

NURSERY PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Porter

- performs the following major tasks:

  sweeps and mops floors

  disposes of paper refuse and industrial trash

  maintains halls and lobbies

- works usually alone, often among other workers
- works under informal supervision
- works in spacious, heavily trafficked factories; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

TOPIC: Handling Chemical Cleaning Agents (cont.) PORTER

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.) PORTER

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Clearing and Bailing Industrial Trash PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that in supermarkets and department stores bulky trash is often prepared for easy disposal by folding and tying it into a compact package. S states that metal trash is usually placed in large drums and disposed of properly.

S folds or disassembles large empty cardboard containers or wood containers and ties them securely with heavy twine for disposal. S checks area for such objects as nails and staples used in packaging, then removes them.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) bale industrial trash for rubbish removal, (2) check area for nails and staples, and (3) remove them from area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate, indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Moving Heavily Loaded Dollies and Carts

PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress PORTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

SWEEPER

A Sweeper

- performs the following major tasks:

  sweeps and mops floors and stairways

  maintains sweeping equipment

  moves heavy furniture

- works usually alone, occasionally in conjunction with a co-worker
- works under periodic supervision
- works in large, generally multistory, buildings; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Stairways

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that stairways require regular sweeping and mopping to keep them free of dust and refuse.

S places dustpan, hair broom, mop and bucket on landing below stairway before sweeping and mopping. S explains need for this safety precaution.

S sweeps stairway from top of stairs to bottom. S sweeps waste into dustpan for disposal in trash can. S damp-mops stairway with wide strokes, beginning at top of stairs. S mops corners thoroughly. S dunks mop when soiled into pail filled with appropriate cleaner.

Safety Considerations: Place cleaning equipment on landing below stairway
before sweeping or mopping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop stairways. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Sweeping Equipment

SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that sweeping equipment must be cleaned regularly to keep it functioning properly.

S points out that long-handled brooms have two holes at broom end. S explains that handle should be unscrewed and switched to other hole occasionally to avoid one-sided wear of bristles.

S taps broomstick on pavement to loosen dirt, and cleans bristles with custodial comb or vacuums them with hose end of industrial tank vacuum cleaner. S hangs brooms and dustpans in designated area, making sure that bristles do not touch floor.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain sweeping equipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Furniture

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that special care is required to move heavy furniture, such as desks, tables or bookcases. S discusses proper lifting technique. S points out that movers carefully must avoid bumping anything.

S, with another S if necessary, lifts from a squatting position the furniture to avoid straining his back.

S places furniture on appropriate dolly and moves it to designated area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move heavy furniture (1) alone or (2) with another S. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Public Halls and Lobbies SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that public halls and lobbies require constant cleaning because they are always being used.

S sweeps hall and lobby with light hair broom, making sure to clean thoroughly corners and hard-to-reach areas.

S sweeps up dust and litter with brush and dustpan.

S wipes hall and lobby with mop dipped in cleaning solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep and (2) mop public halls and lobbies. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Business and Professional Offices

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that business and professional offices must be cleaned daily.

S empties ashtrays and wastepaper baskets, sweeps and/or vacuums floors, dusts and polishes furniture.

S cleans windows when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain business and professional offices by (1) emptying ashtrays and wastebaskets, (2) sweeping and/or vacuuming floors, (3) dusting and polishing furniture, and (4) cleaning windows. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress SWEEPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION TUGGER, SWEEPER AND SCRUBBER OPERATOR

A Tugger, Sweeper and Scrubber Operator

- performs the following major tasks:

  sweeps and scrubs with battery-powered or gas-driven machinery

  moves heavy objects with mobile battery-powered or gas-driven machinery

  works in congested areas

- is required to have considerable physical strength and agility
- works usually alone and interacts to some extent with other workers
- works under periodic supervision
- works in spacious, heavily trafficked warehouses; moves about or stands most of the time

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TOPIC: Working with Gas-Driven Heavy-Duty Machinery

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains rules and regulations for operating various types of heavy-duty machinery, as specified by OSHA.

S states that most manufacturers supply safety rules, as does the National Safety Council.

S demonstrates normal preventive maintenance of machinery, such as checking oil, water, battery, tires, lights, doors, and all safety devices.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) demonstrate knowledge of rules and regulations for operating heavy-duty machinery as specified by OSHA and the manufacturers by passing the National Safety Rules test and a teacher-designed test, and (2) perform normal preventive maintenance. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Sweeping and Scrubbing with Battery-Powered or Gas-Driven Machinery

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that automatic floor scrubber cleans large cement-type floor areas efficiently.

S removes gum and hardened debris off floor with scraper. S sweeps floor with hair floor broom.

S stresses that specific steps must be followed for machine to do a thorough job: S sets machine into motion by lowering revolving brush and squeegee, both by means of pedals; S turns activating handle to start motor on gas-driven machine; S presses buttons which (1) release cleaning solution, (2) rotate revolving brush, and (3) activate vacuum to pick up dirty cleaning solution.

S guides machine from perimeter of room toward center when cleaning.

S, aided by another S if necessary, empties and cleans heavy tank of scrubber.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate a battery-powered or gas-driven scrubber with which to clean large marble, brick, tile or stone floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavy Objects with Gas-Driven Machinery

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies balancing point of objects of various shapes and sizes. S determines how load can be handled safely by machine, without damage to object, machine or persons.

S places load correctly.

S decides whether load requires anchoring and, if so, demonstrates accepted methods for anchoring load.

S, assisted by another S if guide is needed, moves with machinery heavy loads over rough, uneven, soft and slippery terrain of varying grades to demonstrate different methods of handling equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify balancing point of heavy objects, (2) determine safety factors involved in moving various heavy objects, (3) anchor objects if necessary, and (4) move heavy objects safely over varying terrains. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Pallets

TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S loads various types of pallets with different materials, indicating maximum weight/size of safe load and proper method of loading.

S demonstrates when, where, and how to use the various types of pallets.

S moves empty pallets by hand, indicating proper positioning for lifting with forklift and for safe handling.

S moves correctly loaded pallets--balanced loads, no overloading--with forklift.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move various types of pallets (1) by hand and (2) with a forklift. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Moving Heavily Loaded Dollies and Carts TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Areas with Heavy Traffic TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses conditions and problems of working in areas with heavy traffic. S draws as much as possible upon his personal experiences when making suggestions on how to improve conditions.

S lays out lanes and alternate routes for worker and public, stressing the need for safe conditions for both.

S points out meaning of signs, barriers and warning devices and their appropriate placement.

S, with aid of other Ss, simulates difficult working conditions and performs tasks safely, properly and courteously.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to work (1) safely, (2) courteously, and (3) efficiently in areas with heavy traffic. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress TUGGER, SWEEPER AND SCRUBBER OPERATOR

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Washroom Cleaner

- performs the following major tasks:

  cleans washbasins

  scrubs toilet bowls and urinals

  cleans mirrors and windows

  wipes and refills washroom dispensers

  disposes of refuse

- works usually alone
- works under informal supervision
- works in small, well-lit, sometimes crowded washrooms or lavatories of large industrial, office or institutional buildings; moves about or stands most of the time

TOPIC: Working with Long-Handled Equipment

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

TOPIC: Sweeping and Mopping Floors and Walks (cont.)

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Cleaning Washbasins

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washbasins and fixtures require thorough daily cleaning.

S points out that drains must be cleaned periodically with a drainpipe cleaner to keep them sanitary.

S cleans washbasins with powder cleanser, aerosol disinfectant spray and sponge. S rinses washbasins and fixtures thoroughly, and dries them with a cloth or paper towels.

S, wearing rubber gloves, adds measured amount of drainpipe cleaner to drains, according to manufacturer's instructions.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean washbasins thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Toilet Bowls and Urinals

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that toilet bowls and urinals require daily cleaning.

S, wearing rubber gloves, carefully cleans inside of toilet bowls and urinals with toilet brush and aerosol disinfectant cleaner.

S wipes outside with sponge dipped in disinfectant cleaner.

S carefully rinses toilet bowls and urinals.

TOPIC: Cleaning Toilet Bowls and Urinals (cont.) WASHROOM CLEANER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly toilet bowls and urinals. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cleaning Windows and Mirrors

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that windows and mirrors require regular cleaning.

S cleans window or mirror with aerosol or liquid window cleaner, and cloth or paper towel.

S applies window cleaner to window or mirror in downward rows. S wipes window or mirror with cloth or paper towel to avoid streaking.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to clean thoroughly windows and mirrors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Cleaning and Filling Washroom Dispensers

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that various washroom dispensers must be refilled before they are empty or almost empty.

S carefully unwraps prefolded paper towels. S refills paper towel dispensers, ensuring that bottom sheet protrudes from each dispenser and that towels are stacked evenly.

S carefully refills soap containers with liquid soap.

S applies metal or aerosol cleaner to surfaces of dispensers. S thoroughly wipes and dries dispensers with cloth or paper towel.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) refill, (2) clean, and (3) dry washroom dispensers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Washroom Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washroom refuse must be removed regularly.

S empties trash can into large mobile container. S moves container to outside garbage receptacle, making sure that container is not overflowing.

S deposits trash into large outside receptacle for disposal by a rubbish removal company.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to dispose of washroom refuse. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Maintaining Washrooms

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that washrooms require thorough daily cleaning to keep them sanitary.

S scrapes gum or other hardened debris from floor with putty knife.

S sweeps floor with soft hair broom, then sweeps dust into dustpan with broom and deposits dust in wastebasket.

S refills appropriate dispensers with paper towels, soap or toilet paper. S opens paper containers carefully to avoid dropping prefolded paper towels.

S wipes marks and smudges off walls and other surfaces with damp sponge and wall cleaner.

S cleans mirrors and windows with a liquid cleaner or a spray cleaner and cloth.

S wears rubber gloves to protect hands while cleaning sinks, toilet bowls, urinals and floor.

S cleans washbasins with cloth and cleaning agent.

S scrubs toilet bowls and urinals with brush and disinfectant cleaner.

S mops floor with disinfectant cleaner, then rinses thoroughly.

Safety Considerations: Wear gloves when using abrasive cleaning agents
Rinse immediately if cleaner touches eyes or skin

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to maintain washrooms. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Mobile Refuse Carts

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the principle differences among the various types of commonly used mobile refuse carts.

S loads and empties several carts, cleaning spillage.

S safely moves loaded cart through a previously set-up path, including an aisle and doorway, around a corner, and over a ramp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load, (2) empty, and (3) move refuse carts under various conditions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

WASHROOM CLEANER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Appropriate hosiery
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.